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ABSTRACT

This study was conducted to accomplish four objectives: (1) determine the current status of vocational education services available to youth under the custody of the Massachusetts Department of Youth Services (DYS); (2) assess the characteristics of DYS youth and their need for additional vocational programs; (3) determine employer and labor union attitudes toward training or hiring juvenile ex offenders; and (4) develop specific proposals for pilot programs. Data were obtained by interviews with fifty DYS personnel and other providers of services to DYS clients, nine vocational school personnel, and sixty-four DYS clients. Data were also obtained from a national survey of other state programs and from a questionnaire mailed to 740 employers and 250 labor representatives in Massachusetts. Study findings and recommendations include the following: (1) a lack of appropriate education programs for DYS youth (programs should be flexibly structured, fairly short in duration, have clearly defined goals, and offer hands-on training and individual attention); (2) age restriction on many jobs (allow youth to stay in a program until he/she is eighteen or change job-age restrictions); (3) incomplete intake procedures at DYS (vocational training needs of clients should be given substantial weight in placement procedures); and (4) a lack of prevocational education programs for DYS youth (offer all DYS youth a two-part program consisting of work readiness and career exploration components). (JH)

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# Vocational Education for Youth Under the Custody of the Massachusetts Department of Youth Services: Findings and Recommendations

July 1977

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## Summary of Findings and Recommendations

| Finding | Recommendations |
| --- | --- |
| Lack of Appropriate Vocational Education | 1. Vocational education programs for D.Y.S. youth should be flexibly structured, fairly short in duration, have clearly defined goals, offer hands-on training and individual attention.<br>2. Stipends are recommended as a motivation technique.<br>3. The staff working with these youth should be familiar with the attitudes and problems of delinquent youth.<br>4. Strong guidance and follow-up are necessary support services for these youth.<br>5. In order to insure flexibility and accountability, the program should be privately contracted or provided through an alternative school or satellite program.<br>6. Programs should include non D.Y.S. youth so as to avoid labeling them as different.<br>7. The goal of a vocational education program should be to produce a sense of accomplishment through basic knowledge of a marketable skill. |

| Finding | Recommendations |
| --- | --- |
| Age restrictions on many jobs | 1. Either allow the youth to stay in a program until he/she is 18 or work to change these restrictions.<br>2. Vocational counselors should be aware of these age restrictions when working with their clients. |
| Incomplete intake procedures at D.Y.S. | 1. Utilize vocational aptitude testing such as work sample assessment, in addition to the present psychological testing.<br>2. Vocational training needs of the clients should be given substantial weight in placement decisions.<br>3. The right of each child to have a CORE evaluation should be enforced and attempts should be made to speed up the evaluation process making it more uniform throughout the state and relevant to the multi-problem youth. |
| Lack of pre-vocational education | 1. Offer to all D.Y.S. youth a two part pre-vocational program to consist of work readiness and career exploration components.<br>2. Work readiness training should include job search skills, grooming, dress, and interview techniques. |

| Finding | Recommendations |
| --- | --- |
| | 3. Job holding skills should include punctuality, cooperation, dependability, acceptance of supervision, honesty, attentiveness, concern for mistakes and communication. |
| | 4. A career exploration program would encompass exposure to the different occupational clusters and information on the age and education requirement of various occupations. |
| D.Y.S. Client information retrieval is inadequate | 1. Maintain accurate comprehensive files on all D.Y.S. youth which can be of easy access and continuously updated. |
| | 2. Review files frequently to insure optimum placement for each client as new opportunities become available and as clients' needs change. |

## Abstract

This study attempted to: 1) determine the current status of vocational education services available to youth under the custody of the Massachusetts Department of Youth Services; 2) assess the characteristics of DYS youths and their need for additional vocational programs; 3) determine employer and labor union attitudes toward training or hiring juvenile ex-offenders; and 4) develop specific proposals for pilot programs.

Analysis of available reports and interviews with approximately fifty DYS personnel and other porviders of services throughout the state revealed that while most DYS youth are receiving some remedial academic education, there are practically no true vocational education programs available to them. The large majority of DYS clients are between 15 and 17, and usually two to four years behind in basic skills. Most leave school when they become sixteen. There is unanimous agreement among those interviewed that there is a need for additional vocational education services for DYS youths. Many providers felt that it should be the top priority of the Department. Respondents were skeptical that public schools would be willing to design a program specifically for these youths, and their 'acting out' behavior makes it unlikely that they can fit well in existing public vocational school programs. Further barriers to their acceptance in these programs are the limited number of slots and the frequent resentment against stipends.

The DYS client typically has a record of failure with the public school system, and is 'turned off' to school in general. Factors mentioned

as essential in a vocational program for these youths included frequent reinforcement, clearly identifiable goals, counseling as an integral part of the program, small groups, and much physical activity. The youths must gain a sense of pride and competence by becoming skilled in some tasks.

A purposive sample of sixty clients was interviewed as part of the study. The majority who expressed a preference for future occupation mentioned trades such as auto mechanics or carpentry, or jobs requiring little or no skill. Approximately 85 percent expressed an interest in obtaining vocational training.

Two programs observed appear to meet the criteria set forth by the majority of those interviewed for a vocational education program suited for youth with poor motivation and behavior problems. These involve small supervised work crews which learn most skills on the job rather than in the classroom. Counseling and individualized attention are provided. The crews perform needed projects in the community at low cost.

A mailed questionnaire sent to 1,000 employers and labor unions yielded a return rate of only 14 percent. Respondents were more favorable to the possibility of giving brief guided tours of worksites than to providing on-the-job exposure or paid apprenticeships. Age requirements were reported to be a significant restriction to hiring. There was no consensus on the acceptability of hiring ex-offenders, and results of such hirings were reported to have been mixed.

In regard to desirable skills and training for a prospective employee, respondents considered both work readiness and basic skills useful. Traits

rated as most important were dependability, cooperation, acceptance of supervision and honesty.

## Preface

Although our proposal called for four separate documents to be produced for this study, it seems more feasible to us to combine the recommendations with the final report on the status of vocational education services for DYS youth and the results of the interview and questionarie surveys. The pilot program proposals are presented as separate documents. We have included an additional proposal which we developed in response to a specific request from DYS personnel, and which has been submitted to the Massachusetts Department of Occupational Education for possible funding.

## Introduction

This report summarizes the results of the data collection phase of a study conducted by the Laboratory for Statistical and Policy Research to develop plans for providing vocational education services to youth under the custody of the Massachusetts Department of Youth Services.

Data were obtained by means of structured interviews with DYS personnel, other providers of service to DYS clients, vocational school personnel, DYS clients, and others with expertise either in the field of vocational education, or in methods of dealing with troubled or delinquent youth.

A mail survey was conducted to determine what types of vocational education programs are offered to adjudicated delinquents in other states.

Additional information was collected via a questionnaire which was mailed to 1,000 employers and labor union representatives, randomly selected from those in Massachusetts. The questionnaire inquired about experiences with hiring ex-offenders, the type of skills and characteristics which would make a young person more employable, and the prospects for entry-level openings in the respondent's type of enterprise.

Occupational projections have also been analyzed in order to determine which types of workers will be most needed in Massachusetts for the foreseeable future.

## Background

The Massachusetts Department of Youth Services has responsibility for approximately 2,500 young people between the ages of 7 and 17 (a few remain beyond that age). These are juvenile offenders who have been judged to be in need of more extensive rehabilitation than can be achieved by means of probation.

The sources of delinquent behavior are many and complex. However, it is safe to generalize that those who turn to deviant behavior often have not found adequate support within their homes, schools and other societal institutions to enable them to enter useful and productive roles.

For a large number of the troubled youngsters who have been committed to DYS, home life has been very unsatisfactory. Recent research has revealed that 88 percent of these youth came from families at or near the poverty level, and about 60 percent had one or both parents with a serious alcohol or narcotics problem. (DYS Annual Report, 1975)

The Commonwealth has recently conducted an unprecedented reform in its youth corrections system. Recognizing that traditional incarceration often intensified the criminal behavior of young people, recent Youth Services commissioners closed the training schools and developed alternative programs. The Department now has contracts with some 200 private organizations which provide services from foster home care to short-term diagnostic care and detention. Unfortunately, a severe shortage of funds has limited the amount of resources available to the educational component of rehabilitative treatment. Most DYS youth have had extremely negative school experiences which have alienated them from

traditional academic settings. Davidson and Greenberg (1967) found that successful school achievement among lower-class children was associated with good self-concept, adequate controls, directed effort and acceptance of authority demands. The majority of DYS clients lack all or most of these traits.

Tutt (1974) found that delinquent boys had lower levels of achievement motivation than non-delinquents. "The low achiever needs material gain and yet is required by society to adopt a role which makes it impossible for him to satisfy this need through legitimate means, and so he turns to the delinquent solution." (Tutt, 1974, p. 28)

The goal of the de-institutionalization of services to DYS clients is to involve the community more in the treatment of these young people. One area which has not received adequate attention to date is vocational training. A problem frequently encountered is the reluctance of employers and vocational-technical high school personnel to risk the presence of youngsters who have been classified "delinquent" and who may disrupt the normal operation of their programs.

Intensified efforts to provide vocational guidance and marketable skills to these young people could, in some cases make the difference between a positive and negative self-concept if one accepts the view of Super (1953) that "the process of vocational development is essentially that of developing and implementing a self-concept" (Peters & Hansen, 1971, p. 120). In view of their unfortunate experiences with traditional education, it is likely that practical work-related training will benefit most DYS clients more than standard academic curricula. Unfortunately, many juvenile

offenders now leave the system with no marketable skills, and hence unprepared to be self supporting. There is currently no well coordinated system for providing vocational education which can enable them to become satisfied, self-respecting members of society. The study was designed to develop the framework for such a system.

## Methodology

Several approaches were taken in obtaining the data for this study. All relevant documents which could be obtained from DYS or other sources were examined. As expected, these did not prove to be very extensive. The Department of Youth Services Information Systems Department was contacted, and agreed to provide data from the Client Intake Profile Form pertaining to the demographic characteristics of DYS clients. (This did not prove helpful, as will be discussed in the Summary). Having obtained the support of the Commissioner of the Department of Youth Services, we arranged to interview all key personnel at the DYS central office, as well as the Regional Directors of each of the seven administrative regions in the Commonwealth. From each person who was interviewed, we requested the names of other persons, either DYS employees or providers of services, who had experience in working with DYS youth. In a similar manner, names of vocational school personnel and job developers with experience dealing with troubled or delinquent youth were obtained and analyzed to determine the need for various jobs in Massachusetts in the immediate future.

We also obtained permission from the Regional Directors to ask caseworkers to give us access to DYS clients to interview. Although the sample obtained in this way was not random, every effort was made to obtain a representative sample of youngsters in secure settings, group and foster homes and non-residential programs, as well as a mixed sex distribution.

A mailed survey was conducted to determine what types of vocational education programs are offered to adjudicated youth in other states.

Names of contact persons were obtained from the Book of the States and telephone directories for each state capital. Often the person listed passed our request on to someone else whom they considered more knowledgeable about the situation in their state.

The mailed questionnaire for employers and labor unions was sent to samples randomly selected from lists obtained from the Massachusetts Departments of Employment Security and Labor, respectively. Seven hundred fifty employers and 250 labor unions were sampled.

Occupational projections published by the Massachusetts Division of Employment Security and other sources have been analyzed to determine the need for various jobs in Massachusetts in the immediate future.

A draft report of the findings was prepared and presented to an Advisory Committee, drawn from those who had been interviewed, at a meeting on March 25, 1977. Through discussion at that meeting and subsequently, the two pilot programs were decided upon. Efforts have been made to obtain funding for each of these, as well as for an additional program proposed by DYS personnel.

## Interviews with Providers of Services

DYS personnel and providers of programs for DYS clients and other troubled youth were interviewed. These interviews represent information about approximately sixty programs including foster care, outreach and tracking, after care, educational components, pre-vocational and work experience programs.

Respondents were first asked to describe the educational services available to the DYS youth under their jurisdiction. It is difficult to get a coherent view of what educational services DYS youth are receiving, since each placement offers a different program. There is generally an educational component to each program, residential or non-residential. Some, but not many, DYS youth are in public schools. Those who are in residential or non-residential programs usually receive tutoring in reading and math skills, and some programs teach "survival skills" such as filling out job applications, nutrition, personal hygiene and sex education.

There is a sizable number of DYS youth who are not currently in any program, either because their situation has stabilized or due to lack of available slots. These youth are receiving only caseworker services and no educational services.

By law, every DYS youth is eligible for a core evaluation by the local school system. However, there is great diversity among school districts in compliance with this law.

As for vocational education or training, there are practically no true vocational education programs available to DYS youth. A very few DYS clients are in public vocational schools or placed in one-to-one training with an employer. Some private contractors such as O.I.C. have slots for

a few DYS clients to learn a trade such as auto mechanics or electronics.

Some non-residential programs such as the CAP work program are tied in with CETA. Youth in these programs must meet family income eligibility limits. Jobs under this program must be in the public sector (non-profit or governmental agencies). This severely limits the types of jobs in which the youth can be placed, and many do not involve any skills other than the basic orientation to holding a job.

The secure residential facilities offer an educational component and the one at Boston State Hospital, in addition, offers some vocational training in mechanics and woodworking.

DYS youth in these programs range in age from 12 to 21 years of age, but the large majority are 15 to 17 years old. Clients are terminated at age 17 under normal circumstances. Their actual grade level is usually seventh or eighth, but this may be misleading due to social promotions. Most are estimated to be three or four years behind in basic skills. Most leave school when they become sixteen.

Respondents were asked to describe how youth are assigned to each program. Upon commitment to DYS, the youth undergoes a complete psychosocial evaluation organized by DYS caseworkers with consultation with court, school, and family members involved. Psychological testing is referred to the Judge Baker Clinic or performed by a DYS staff psychologist, if it is felt to be needed or if recommended by the Court. No vocational interest or aptitude testing is normally done as part of the youth's evaluation.

Placement of each youth depends on what is considered best for him or her, what programs have slots available, and the funds available to DYS.

The next topic addressed was duration of placements, and the procedure for transfer or discharge. The reported length of stay in these programs ranged from four months to two years. The reasons for discharge from a program vary: e.g., a youth has reached the terminal age for the program, employment is obtained, family ties are re-established, transfer to another program seems advisable or it is felt that the youth is doing well enough to terminate.

Non-residential placements seldom last longer than one year, and the typical placement is six to nine months. Residential placements often last 14 months or more. However, if the youth's home is at all viable there is an effort to return the youth to his/her family within two to four months. Facilities are severely lacking for youth with mental health problems.

Providers were asked what effect they felt the Massachusetts Chapter 766 legislation would have on the education of DYS youth. Generally, they felt that this law offers promise for these youngsters. Potential benefits include clarifying their specific needs, putting pressure on local schools to develop programs to reflect these needs, and shifting the burden of DYS's responsibility to the state. By law, every DYS youth is eligible for a core evaluation. However, a cynical note was struck by some who felt that while Chapter 766 is theoretically sound, the multiple problems (learning and behavioral) of DYS youth are not being addressed by this law. Many LEA's are unable because of financial pressures to provide cores to all DYS youth, or are unwilling to assume this responsibility.

The waiting time to obtain a core is often unreasonably long, and the subsequent recommendations made by local school personnel may not be

in accord with what couselors feel is best for the child. There is often a lot of effort required to force the LEA to provide a core in a given case. DYS has the responsibility to implement 766 for its clients since it acts as the child's guardian.

There is nearly unanimous agreement among those interviewed that there is a need for additional vocational education for DYS youth. Many felt that this should be the top priority of the Department. Providers were asked their opinion about what type of vocational training would work well and be of interest to these youngsters.

Auto mechanics is by far the most commonly mentioned trade in which DYS boys express an interest. Also suggested were woodworking or carpentry, electronics, computer or engine repair, plumbing, clerical work, beauty culture or restaurant work. "Life survival skills" were also felt by several respondents to be essential (e.g., filling out job applications, punctuality, neatness, handling of money). Many indicated that the youth do not have wide enough experience about various job options to make an informed choice, so an exploratory program was recommended.

When asked about possible means of providing vocational education for these youth, most respondents felt that the contract-for-service method was preferable to a public school program or one run by DYS itself. Among reasons given were that this method offers flexibility, accountability, and more personalized attention. There was skepticism that the public schools would be willing to design a program specifically for these youths, or that DYS "acting-out" youth would fit well in existing programs at public vocational schools. Personnel at these schools have strict standards for

behavior and are not happy at the prospect of potential disruption of their classes. Further barriers to the acceptance of DYS kids in these programs are the limited slots available and the resentment against youth receiving stipends for attending.

Most respondents felt that DYS is not equipped to run a vocational education program itself, since facilities and trained personnel are lacking. However, some respondents felt that <u>if</u> resources were available it would be preferable to have DYS run the program since they could insure the maximum benefit for the given funds.

Respondents were asked what proportion of DYS youth they felt would take advantage of vocational education programs if they were available. Estimates ranged from 40 to 80 percent, with many respondents stating that their projection was conditioned on the assumption that the "right" kind of program could be developed.

These persons who work with DYS youth describe them as lacking in academic achievement and very poorly motivated. They have short attention spans and tend to become impatient with confinement in a classroom and abstract instruction. These youth demonstrate a need for immediate gratification and seem to have a limited range of vision regarding future goals. DYS youth may often engage in "acting out" behavior which might make them poor candidates for a traditional high school.

Although these characteristics were frequently mentioned, it should be noted that the DYS population as a whole is quite heterogeneous with regard to intelligence, seriousness of crimes committed and degree of emotional stability.

The final issue addressed in the provider interviews was what features they felt were essential in any vocational education program designed to be effective with DYS youth.

Many felt that DYS clients are so poorly motivated that they should be paid a stipend for attending school. The type of program in which they could do well should be of fairly short duration, with frequent reinforcement and clearly identifiable goals. This is in accordance with the recommendation of Shah (1966) that "successive approximation" by mastery of small accomplishments is the best way to motivate this type of youth.

It was emphasized that the staff should be familiar with working with delinquent youth, and that counseling be an integral part of the program. Many of the youth may need extensive support such as transportation and follow-up if they are absent. The teacher-student ratio should be much greater than in conventional classes. The program should involve a lot of physical activity and be as unlike a traditional school setting as possible. Kelly and Baer (1971) feel that "action-oriented adolescents may respond more to action programs than to cognitively oriented counseling approaches" (p. 455).

It was mentioned by several respondents that the youth need a sense of pride and accomplishment which has been lacking in their previous experience. To achieve this, they should become skilled in some task(s) which will give them a sense of competence and improve their self-esteem. Also mentioned was the need to be sure that there is a demand for the skills being learned in the local area, since most DYS youth are not willing to relocate to obtain work.

## Interviews with DYS Clients

Sixty-four clients were interviewed in order to assess their current educational status and attitudes toward vocational education. The questionnaire was composed of four general areas: school, work, personal and family characteristics. Access to clients was obtained through DYS caseworkers; although every effort was made to obtain a representative sample, it was not possible to randomize selection since no listings of clients were available. Six of the seven DYS regions were represented.

Clients interviewed averaged 15 years and 11 months in age (see Table 1) and were located in a variety of settings (see Table 2): secure facilities, non-residential, group homes, foster homes and their parents' homes. The overwhelming majority of clients interviewed were male (94%) which is largely explained by the disproportionate sex representation which exists among DYS clients as a whole. Another factor, however, was that providers demonstrated a protective attitude toward their female clients, and were reluctant to allow them to be interviewed.

TABLE 1

Ages of DYS Clients Interviewed

| Age | Number | Percent |
|---|---|---|
| 12 | 1 | 1.6 |
| 13 | 4 | 6.3 |
| 14 | 5 | 7.8 |
| 15 | 5 | 7.8 |
| 16 | 26 | 40.6 |
| 17 | 22 | 34.4 |
| 18 | 1 | 1.6 |
| TOTAL | 64 | |

TABLE 2

Settings of DYS Clients Interviewed

| | Number | Percent |
|---|---|---|
| Non-Residential | 30 | 47 |
| Secure Facilities | 23 | 36 |
| Group Homes | 5 | 8 |
| Foster Homes | 4 | 6 |
| Own Homes | 2 | 3 |
| | 64 | 100% |

Approximately 77 percent of the clients interviewed were currently attending school. These schools were either a local school system, a mini school or classes held in a store front location. While most clients who were in school were in the eighth (30%), ninth (32%), and tenth grades (15%), the range was from fifth to twelfth.

Of those who responded to the item asking how they liked the school they were attending, most seemed satisfied with it. Only 20 percent said they did not like their school. The informality, permissiveness, easy work and individual progress rates were cited as reasons for liking their school. A small number said they had always liked school.

The next section of the interview dealt with the client's tentative job plans. Although a relatively large number of students (20%) said that they had no idea of what kind of work they would like to do, some 21 occupations were mentioned (see Table 3). The most popular of these were auto mechanics, carpentry, electrical/electronics and police work. Most of the positions cited involved working with one's hands and/or physical movement rather than mental activity and sitting for long periods of time.

Overall, clients appeared cognizant of the fact that most jobs require training, with 80 percent feeling that they would need training for their future occupation. A few said they had gained skill from previous work experience and others felt their prospective job was not one for which a skill was required.

A specific question, "Would you be interested in going to a school where you could learn a trade?" received an 85 percent favorable response. Even some youths who had not mentioned a trade as a potential occupation answered this question affirmatively.

TABLE 3

Vocational Preferences of Clients Interviewed

| Clients' Vocational Preferences | Number | Percent |
|---|---|---|
| Did Not Know | 13 | 19.7 |
| Auto Mechanics | 15 | 22.7 |
| Electronics and Electrical | 5 | 7.6 |
| Welding | 3 | 4.5 |
| Truck Driver | 3 | 4.5 |
| Carpentry | 4 | 6.1 |
| Military Service | 2 | 3.0 |
| Police Work (Probation) | 3 | 4.5 |
| Work With Hands (unspecified) | 3 | 4.5 |
| Arts And Crafts | 3 | 4.5 |
| Other | 12 | 18.2 |
| TOTAL | 66* | |

*some clients mentioned more than one preference

Clients were next asked how much money they hoped to make per week. Table 4 shows the responses. The majority either named a figure between $100 and $190, or said they wanted an "average" amount. It is evident that many of these youths have little or no basis of comparison, and possibly do not want to hope for a level of affluence which they feel they are unlikely to attain.

TABLE 4: Financial Aspirations of Clients Interviewed

("How much money do you hope to make per week?")

| | Number | Percent |
|---|---|---|
| Under $100 | 1 | 1.6 |
| $100 - $190 | 18 | 28.1 |
| $200 - $290 | 8 | 12.5 |
| $300 or over | 5 | 7.8 |
| "average", "enough" | 16 | 25.0 |
| "A lot" | 13 | 20.3 |
| No idea | 3 | 4.7 |
| | 64 | |

These clients apparently spend their time much like any other teenage group, "hanging out" with friends, watching television, playing sports, going to school and doing homework, sleeping, listening to music and working. However, the greatest amount of time seemed to be spent in the first category, "hanging out" and socializing with friends (38%).

A high percentage (88%) of the clients had held a job before. Some of these jobs such as auto mechanics and carpentry were in trades which they planned to continue; hence the feeling expressed earlier that they needed no additional training. Nearly all had enjoyed their previous job experience (86%). Working with youth (camp, park, boys club), food service, maintenance, gas station attendant and auto mechanic were the most favored jobs. Stock boy and factory worker were positions they had not enjoyed. Although being a stock boy involves movement, it still tends to confine one to a room. Factory work is very physically confining and does not require large muscle movement.

Clients were asked what type of work each of their parents did. Results are presented in Table 5. There was a similarity between clients'

vocational aspirations and their fathers' occupations in that many fathers worked in truck driving or trades such as welding, carpentry and electrical work. Very few clients had professional fathers. Many clients (24%) had no idea what their father did for a living. Frequent father absence from the home may explain this. Some fathers were unemployed, retired and/or on welfare.

Mothers were most likely to be housewives (30%) and some were on welfare (10%). A fairly substantial number were employed, usually in either clerical positions or in lower level, semi-skilled jobs such as waitress, store clerk or nurse's aid.

The clients frequently did not know their parent's level of education (see Table 6). This was slightly more true for the fathers (38%) than for the mothers (34%). Of the clients who were able to provide this information, most parents tended to be high school graduates. Mothers and fathers of DYS clients seem about equally educated with the exception that more mothers had some high school.

TABLE 5

Clients' Report of Parents' Work

| MOTHER | NUMBER | PERCENT |
|---|---|---|
| Did Not Know | 8 | 13.1 |
| Housewife | 18 | 29.5 |
| Welfare | 6 | 9.8 |
| Unemployed | 4 | 6.6 |
| Secretary | 3 | 4.9 |
| Waitress | 3 | 4.9 |
| Nurse's Aid | 3 | 4.9 |
| Dead | 3 | 4.9 |
| Factory | 2 | 3.3 |
| Restaurant Supervisor | 2 | 3.3 |
| Other | 9 | 14.8 |
| TOTAL | 61 | |

| FATHER | NUMBER | PERCENT |
|---|---|---|
| Did Not Know | 14 | 24.1 |
| Unemployed | 7 | 12.1 |
| Truck Driver | 5 | 8.6 |
| Dead | 4 | 6.9 |
| Retired | 3 | 5.2 |
| Welfare | 2 | 3.4 |
| Policy Officer | 2 | 3.4 |
| House Painter | 2 | 3.4 |
| Welder | 2 | 3.4 |
| Other Trades | 5 | 8.6 |
| Other | 12 | 20.7 |
| TOTAL | 58 | |

TABLE 6

Clients' Report of Parents' Education

| | MOTHER | | FATHER | |
|---|---|---|---|---|
| | Frequency | % | Frequency | % |
| Did Not Know | 20 | 33.9 | 24 | 38.1 |
| Some Elem. Schl. | 1 | 1.7 | 2 | 3.2 |
| Elem. Schl. Grad | 3 | 5.1 | 5 | 7.9 |
| Some H.S. | 13 | 22.0 | 7 | 11.1 |
| H.S. Grad | 16 | 27.1 | 19 | 30.2 |
| Some College | 2 | 3.4 | 2 | 3.2 |
| College Grad | 4 | 6.8 | 3 | 4.8 |
| Graduate School | 0 | 0.0 | 1 | 1.6 |
| TOTAL | 59 | | 63 | |

## Interviews with Vocational School Personnel

Vocational school coordinators and counselors (N = 9) were interviewed. Most feel that some youthful offenders could be absorbed into the school population if their behavioral problems were not too severe. However, the rigidity and structure of the typical trade school was felt to be too heavy a burden for a youth with multiple emotional problems. A satellite or alternative vocational program designed with these youngsters in mind was considered far more suitable.

Respondents mentioned that some characteristics of youthful offenders which prevent them from succeeding in a trade school are lack of stability and motivation coupled with emotional and home problems.

Vocational personnel did not have much faith in the efficacy of Chapter 766 for DYS youngsters, and had mixed feelings about whether vocational services should be provided through public schools or private contractors.

## Interviews With Job Developers

Job developers were considered sources of potentially useful information because of their first-hand experience with employers and the problems of finding employement for youth. Four job developers representing inner-city and suburban locations were interviewed.

The respondents felt that employer attitude is a vital factor in the successful employment of youthful offenders. Employers who demonstrate a genuine commitment to hiring these youngsters will provide the needed understanding and acceptance, whereas an employer who is uncertain or is motivated to hire these youth more by financial than humanitarian considerations will not offer the supportive environment they need.

Job developers reported that there are several characteristics which make these youngsters difficult to place. Among these are low motivation, lack of communication skills, short-sighted view of the future, low expectations, few (if any) skills, lack of experience, education and job seeking ability.

The consensus among job developers interviewed was that most juvenile ex-offenders obtain only entry level positions which often provide little or no chance for advancement.

## Summary of Survey of Programs in Other States

The survey of other states was intended to answer the following questions:

1. Are there any vocational education programs for juvenile ex-offenders presently being offered in other states?
2. What limitations, if any, are placed on eligibility for these programs (e.g., age, physical handicap, mental retardation, economic disadvantage, etc.)?
3. Are there programs designed for males, females or both?
4. What kinds of diagnostic screening instruments are used, if any?
5. Are these programs conducted in a residential or non-residential setting?
6. What funding sources are being utilized?
7. What kinds of programs are being offered (i.e., are they traditional, within a school district, pre-vocational, vocational or innovative)?
8. Have these programs encountered any particular problems and do they offer solutions for improvement of vocational education?

A difficulty associated with attempting to deterimine "what is out there" was that we had no way of knowing whether a given response reflected all the vocational education services for juvenile ex-offenders provided in that state. In some instances, a director or official did report the total number of programs offered in a particular state. However, this is only as reliable as that person's knowledge of the state. With this qualification, for the purposes of this inquiry we considered the volume

of responses from a state as indicative of the state's activity in vocational education.

We have received information from 38 states, Puerto Rico and the Virgin Islands concerning 154 programs. Fourteen states offer one program each, while the rest offer from two to twenty-eight. Many of these porgrams were not fully described. However, it cannot be assumed that those states which did not respond do not offer such a program, or that responding states provided information about all their programs.

Eligibility requirements for the vocational programs vary widely. Most states indicated either an average age or an age range. The majority of programs are geared to serve the 15 to 18 year old age group. Frequently the programs are not exclusively intended for delinquent youth, but combine them with other special needs students such as the handicapped or the culturally and economically disadvantaged. Several states require that the juvenile ex-offender meet an additional criterion for program eligibility such as pregnancy, parole status, drug use and/or emotional or behavioral disturbance. Being on parole is often a requirement for programs involving work experience and on-the-job training.

There are slightly more programs which are coeducational and which serve males exclusively. The smallest number of programs are offered to females.

Most programs are given in residential settings, or are given elsewhere to those who are in a residential setting such as a group home, detention or secure facility. Relatively few programs are non-residential.

Respondents were asked what type of instruments they used for screening, to determine vocational interests and aptitudes. Among the programs which

did report using specific vocational evaluation techniques, the Strong Campbell Interest Inventory, Talent Assessment Program and the Kuder Preference Test were mentioned. Three work sample methods of determining vocational abilities were also in use: the Singer-Grayflex System, Valpar and Project Discovery. Other methods in use included intelligence and achievement tests, and test of dexterity and coordination. Vocational counseling was used by itself and in conjunction with other methods of screening.

The most commonly reported problem in attempting to give vocational education to juvenile ex-offenders is the transience of this population. The short length of stay often precludes the mastery of a given skill. It appears that in re-evaluating the service needs of these youth, a pre-vocational rather than a vocational program may be a partial answer to this problem.

Many of the states find age a deterrent to employment and thus a factor in determining what to offer these youth in the realm of vocational education. In some instances, a youth who has learned a skill might have to wait a year or two before being eligible to be hired. The pre-vocational type of program for younger ex-offenders coupled with an awareness of those occupations in which age is a critical factor for employment may help to alleviate this problem.

Lack of funds was frequently metnioned by the states, particularly the difficulty of obtaining Vocational Rehabilitation funding because of the eligibility criteria set down by the Federal Rehabilitation Act of 1973. Strict interpretation of these criteria has, in some instances,

permitted aid for only severely disturbed juvenile ex-offenders.

Job placement for these youngsters is currently difficult because there are fewer jobs for everyone, due to economic cutbacks in both the private and government sectors. Useful here, is the example of one program which established an advisory committee composed of representatives of the state's major industries and businesses. This committee re-evaluated the job market every two years in order to keep their curriculum focused on vocations which have jobs to offer.

## Results of Questionnaire Survey

As stated in the proposal, one of the major purposes of the study was to determine the views of external resource groups concerning the feasibility of various alternatives for vocational exploration and hiring of DYS youth. Accordingly, questionnaires were designed for employers and labor union representatives.

### Sample Selection

Lists of employers in Massachusetts were obtained from the Massachusetts Department of Employment Security. Four lists were provided:

1. Employers with 1,000 or more employees covered by the Employment Security law.

2. Employers with 500 to 999 employees covered by the Employment Security law.

3. Employers with 250 to 499 employees covered by the Employment Security law.

4. Employers of 10 or more, newly declared subjects for the first quarter of 1976.

It was decided that the opinions of large employers would be more important for our study, since large firms offer more potential openings. Therefore, the sample included all of list 1 (N=122), all of list 2 (N=196), a 67 percent systematic sample of list 3 (N=318), and a 57 percent systematic sample of list 4 (N=114). Thus the total number of employers surveyed was 750.

To obtain the sample of labor union representatives, a systematic sample was drawn from the Commonwealth of Massachusetts Directory of

Labor Organizations (1976). Local units were sampled, since it was felt that these would have more control over admission of members and policies at the local level. A total of 250 unions was selected.

The Commissioner of the Department of Youth Services wrote a letter of support which was used as a cover sheet for the questionnaire. Each questionnaire was mailed with a postage paid return envelope and post card on which the respondent could indicate whether he/she had returned the questionnaire. A follow-up letter was mailed four weeks later to all who had not returned the post card. Inquiries were addressed to the personnel director of each business firm and the the president of each union.

Returns

A total of 115 employer questionnaires and 26 labor union questionnaires were returned for an overall rate of 14.1 percent. It is not clear why the return rate was so poor. Several respondents who indicated on the return post card that they had not returned the questionnaire commented that no openings for persons under 21 and/or entry level positions were available in their firm. Several respondents indicated that work is very slow, and hence openings are very limited at the present time. (They apparently interpreted the questionnaire as an attempt to obtain commitments for hiring.) Some of the unions sampled (such as teachers) have strict educational criteria for membership, and therefore did not find the questionnaire applicable.

Return Rate

The majority of employers who responded represented the large firms. Yet, as Table 7 indicates, the percentage of returns was twice as great for small as for large employers.

TABLE 7

Return Rate by Size of Firm: Employers

| | Small Firms (under 250) | Large Firms (250 or more) |
|---|---|---|
| Number returned | 31 | 84 |
| Percent of those sent | 27.2 | 13.2 |

Such a breakdown is not possible for the labor union returns, since size of unions was not used in the sampling procedure. The unions who replied were evenly divided among large and small membership. Wherever possible, the responses of employers and labor representatives will be analyzed concurrently, since many of the questions were the same for both groups.

The first question asked whether the company or union would be willing to give brief guided tours to provide an overview of the various jobs performed. Over four-fifths of the employers responding reported that they"definitely" or "probably" would be willing to do this. Of the labor representatives, 74 percent replied "yes" or "probably" to this question.

The next question inquired about the feasibility of offering brief (one to ten day) unpaid on-the-job exposure to a particular job or job cluster. Responses to this suggestion were less positive: only about one-half of both employers (50 percent) and labor unions (58 percent) replied "yes" or "probably".

Age requirements were revealed as a significant factor, with the large majority of both employers and union representatives reporting that there are legal age requirements for all or some jobs. (See Table 8.)

Table 8: Age Requirements for Jobs

| | Employers | Unions |
|---|---|---|
| For all jobs | 41% | 61% |
| For some jobs | 47% | 11% |
| No | 12% | 28% |
| N | 114 | 18 |

When asked to list jobs for which they would consider hiring someone under 18, employers who listed any, mentioned office work (N=20), messenger and stock boy (6 each) and mail room and packing work (5each) most frequently. Most union respondents reported there were no jobs for which they would hire those under 18.

The next option considered was taking juvenile ex-offenders as paid apprentices to be trained on the job. Only 7 percent of employers replied that their companies would be amenable to this, although 52 percent said it "possibly" could be done. Among labor union representatives, only 39 percent of those who responded were even slightly open to the suggestion (N=7). Types of jobs mentioned for which apprentices might be sought included clerical, mail clerk, messengers and kitchen work.

Those who reported that it would not be possible to take on apprentices were asked to give their reasons. Among those mentioned were that their firms do not offer training programs, or that federal security restrictions or union contracts prohibit it.

Respondents were next asked whether they had ever hired an ex-offender or accepted one for union membership. Over three-fifths of employers responding (63 percent) but only 28 percent of union representatives reported that they had. Results of such hirings were not uniform: about one-quarter of the employers reported "good" and "poor" results, respectively, and about one-half said results were "mixed." Most labor representatives did not respond to this question. There was no consensus on whether the hiring of juvenile ex-offenders would be acceptable to the company or union. Over half of the employers responding felt their firm either "definitely" or "probably" would support the idea. Table 9 indicates the responses to this question by labor and management.

Table 9

"If your company (union) has not previously considered hiring juvenile ex-offenders, do you think the management (officers) would support the idea?"

| | Employers | Unions |
|---|---|---|
| Definitely | 7.8% | 18.8% |
| Probably | 44.2% | 12.5% |
| Unsure | 22.1% | 18.8% |
| Probably Not | 20.8% | 31.3% |
| Definitely Not | 5.2% | 18.8% |
| N | 77 | 16 |

The next section of the questionnaire dealt with the issue of whether offering wage supplements to juvenile ex-offenders would make

them more employable. One-third of employers responding felt that this would be an incentive to hiring, while two-thirds did not. Over three-fifths of the union representatives who responded said it was acceptable if a member received a wage supplement from an externally funded training grant.

Four-fifths of employers reported that they would be more willing to hire a juvenile ex-offender if he or she had received pre-employment training. The proportion for labor representatives, however, was only 59 percent.

The questionnaire next inquired how useful certain types of training would be in making a juvenile ex-offender more acceptable to the respondent's company or union. These responses are summarized in Table 10.

As can be seen in Table 10A, the majority of employers and unions felt that mastery of a relevant skill would be very useful. Among the skills most often mentioned were secretarial/clerical, keypunching, nursing assistant, machinist, electronics, soldering, drafting and carpentry.

Basic knowledge of a relevant skill, without mastery, was considered less useful, as shown in Part B of Table 10. Skills mentioned in response to this item included typing, blueprint reading, office machinery, nursing assistant and general mechanical aptitude.

The next type of training listed was work readiness: worker attitudes, communication, cooperation, punctuality, etc. As can be seen from Part C of the table, nearly all respondents felt that such training would be extremely useful.

The final type of training inquired about was the basic skills:

reading, writing and computation. Part D of Table 10 presents the attitudes of management and labor on this issue. It is apparent that both management and labor were in essential agreement that basic skills are useful in making juvenile ex-offenders more employable.

TABLE 10: Usefulness of Various Traits in Making Juvenile Ex-Offenders more Acceptable for Employment

| | Employers | Unions |
|---|---|---|
| A. Mastery of a Relevant Skill | | |
| Very Useful | 60.2% | 85.7% |
| Somewhat Useful | 24.5% | 7.1% |
| Not Useful | 14.3% | 7.1% |
| N | 97 | 14 |
| B. Basic Knowledge of a Skill | | |
| Very Useful | 26.9% | 46.2% |
| Somewhat Useful | 60.2% | 46.2% |
| Not Useful | 11.8% | 7.7% |
| N | 92 | 13 |
| C. Work Readiness | | |
| Very Useful | 85.0% | 85.7% |
| Somewhat Useful | 14.0% | 7.1% |
| Not Useful | 0.9% | 7.1% |
| N | 107 | 14 |
| D. Basic Skills | | |
| Very Useful | 70.2% | 69.2% |
| Somewhat Useful | 26.0% | 15.4% |
| Not Useful | 3.8% | 15.4% |
| N | 104 | 13 |

Respondents were asked to indicate how many entry level openings they have in a year. Table 11 lists the results of this inquiry.

Table 11: Number of Entry Level Openings Per Year

| Openings | Employers | Unions |
|---|---|---|
| 1 - 10 | 33.9% | 64.3% |
| 11 - 25 | 22.9% | 14.3% |
| 26 - 50 | 23.9% | 14.3% |
| 51 - 100 | 9.2% | 0.0% |
| 100+ | 10.1% | 7.1% |
| N | 109 | 14 |

The proportion of unions with only 1 to 10 openings per year is higher than that for employers in this sample. Otherwise, management and labor do not differ greatly in their proportions of entry level positions.

The next item asked respondents to list various types of entry level positions and the skills needed to procure these positions. This question's open ended format encouraged participants to pinpoint what is expected of entry level employees, and provided information on exact positions and skills which DYS counselors and clients might consider in planning training and employment.

Table 12 summarizes the number of positions available, arranged according to skill requirements. The first two categories include positions in which DYS clients might be placed fairly easily, with only pre-vocational training. The next two categories are positions which require further training; the third category represents positions which would seemingly be appropriate for DYS vocational training programs, whereas the jobs in category four require professional training beyond the scope of DYS services.

TABLE 12: Positions Available by Skills Required

| | Employers | Unions |
|---|---|---|
| 1) Unskilled positions | 30 | 0 |
| 2) Basic skills only required | 40 | 0 |
| 3) Nonprofessional training required | 75 | 7 |
| 4) Professional training required | 4 | 2 |
| TOTAL Positions | 149 | 9 |

The various positions named by labor unions and employers, the number of respondents who mentioned each position, and the skills, aptitudes and qualities required for each are listed in Table 13. Skills and other traits are reported verbatim from the questionnaires. Basic skills are listed only when they are mentioned specifically, although it is evident that some of the positions mentioned do require these skills. Positions requiring minimal training are listed without asterisks, those for which DYS could provide vocational education are listed with one asterisk, and those which are not amenable to vocational education under the auspices of DYS are marked with two asterisks.

Table 13

Specific Positions and Skills Required for Each Employer

| Position | Number of Times Listed | Skills | Number of Times Skill Mentioned in Relation to the Position |
|---|---|---|---|
| accountant | 1 | financial accounting and structure taxes | 1 |
| animal caretaker * | 1 | unskilled, but aptitude and interest in animal care | 1 |
| assembler * | 4 | soldering and wiring exp. | 1 |
| | | manual dexterity | 3 |
| assembler, printed circuit board * | 1 | color codes, reading schematics, soldering | 1 |
| assistant teacher* | 1 | course in child care | 1 |
| bench worker | 1 | basic skills | 1 |
| bindery worker | 1 | basic skills, work readiness | 1 |
| building service aide | 1 | basic skills | 1 |
| bus boy(girl) | 1 | willingness to do manual work | 1 |
| car service (mechanic) * | 1 | mechanical skills | 1 |
| chip cleaner in metal factory | 1 | unskilled | |
| clerical * | 24 | basic skills, typing, filing | 24 |
| | | stenography, keypunching, short hand, cleanliness, verbal comm. | 4 |
| | | | 2 |
| clerk* | 1 | basic skill, knowledge of figures | 1 |

Table 13 (continued)

| Position | Number of Times Listed | Skills | Number of Times Skill Mentioned in Relation to the Position |
|---|---|---|---|
| coder* | 1 | good clerical skills, productivity oriented | 1 |
| computer operator ** | 1 | special training | 1 |
| crafts and trades* | 1 | previous experience | 1 |
| data entry operator * | 1 | 40-50 WPM typing ability, production oriented | 1 |
| dietary aid | 5 | unskilled<br>basic skills<br>maturity | 2<br>2<br>1 |
| dishwasher | 3 | unskilled<br>dexterity<br>good common sense | 1<br>2<br>1 |
| drafter * | 2 | drafting, figure aptitude, technical school ed. | 2 |
| electronics assembler * | 3 | electronics training<br>soldering, hand tools<br>manual dexterity | 1<br>1<br>1 |
| electro-mechanical assembler * | 1 | soldering,<br>print reading | 1 |
| factory work | 1 | basic skills | 1 |
| file clerk | 3 | numeric and alphabetic filing skills | 3 |
| floor worker | 1 | able to read numbers and understand sequence | 1 |
| food preparer | 1 | unskilled, good common sense | 1 |
| general laborer | 2 | basic skills<br>unskilled | 1<br>1 |

Table 13 (continued)

| Position | Number of Times Listed | Skills | Number of Times Skill Mentioned in Relation to the Position |
|---|---|---|---|
| hospital escort | 1 | basic skills | 1 |
| house keeping | 5 | unskilled | 3 |
| | | basic skills | 2 |
| | | mature | 1 |
| janitor | 3 | basic skills | 2 |
| | | unskilled | 1 |
| keypunch operator | 4 | typing skills | 2 |
| | | training in keypunching | 2 |
| kitchen aide | 2 | unskilled | 1 |
| | | basic skills | 1 |
| lab assistant** | 1 | high school ed., science background | 1 |
| lab technician** | 1 | chemistry, lab testing | 1 |
| lab trainee * | 1 | high school ed, and lab knowledge or mechanical ed. | 1 |
| laborer | 1 | good work attitude, acceptance of supervision | 1 |
| laundry | 1 | basic skill and understanding weights | 1 |
| machine helper | 2 | basic skills, work readiness | 1 |
| | | crane hitching and safety rules | 1 |
| machine operator * | 7 | machine tool training | 3 |
| | | basic skills | 4 |
| | | mechanical aptitude | 1 |
| machinist * | 3 | vocational high school grad | 1 |
| | | read plue prints & micrometers | 2 |
| mail clerk | 2 | basic skills | 2 |
| maintenance* | 4 | carpentry or electrical training | 1 |
| | | unskilled | 2 |
| | | mechanical aptitude & audio vis. | 1 |
| material handler | 3 | basic skills | 2 |
| | | physical strength, unskilled | 1 |

Table 13 (continued)

| Position | Number of Times Listed | Skills | Number of Times Skill Mentioned in Relaton to the Position |
|---|---|---|---|
| mechanic * | 1 | mechanical aptitude and training | 1 |
| messenger | 3 | unskilled | 1 |
| | | basic skills & verbal comm. | 2 |
| mill laborer | 1 | basic skill, work readiness | 1 |
| nursing aide | 3 | unskilled, work attitude | 2 |
| | | complete training | 1 |
| office aide * | 5 | basic skills, answering phone | 5 |
| | | typing, shorthand, keypunch | 2 |
| packer/general | 1 | manual dexterity, computation, binding of cases on pallets | 1 |
| pressing | 1 | able to read numbers and understand sequence | 1 |
| printing * | 1 | skills of trade | 1 |
| production | 2 | mechanical aptitude, reading | 1 |
| | | basic skills and good attitude | 1 |
| punch press operator * | 1 | press operation | 1 |
| sales * | 1 | use of cash register, "how-to sell" knowledge & inventory | 1 |
| shipping | 1 | postal regulations, physical strength | 1 |
| spooling | 1 | unskilled, good work attitude, cooperation | 1 |
| stitching | 1 | ability to read numbers & understand sequence, language not a barrier | 1 |
| stock * | 1 | inventory procedures | 1 |

Table 13 (continued)

| Position | Number of Times Listed | Skills | Number of Times Skill Mentioned in Relation to the Position |
|---|---|---|---|
| technician (electronics) ** | 3 | technical school training | 1 |
| | | electrode tests & measurem. | 1 |
| | | electronics training | 1 |
| technician ** | 1 | mechanical, electronic, or optical training | 1 |
| truck driver * | 1 | proper license (18 years old) unskilled | 1 |
| typist ** | 5 | 40 WPM | 5 |
| | | basic skills | 2 |
| utility worker ** | 3 | good work attitudes | 1 |
| | | mechanical skills, hand tools | 2 |
| welder ** | 1 | welding | 1 |
| warehouse job * | 4 | unskilled | 1 |
| | | basic skills | 3 |
| | | good health | 1 |
| | | LABOR UNIONS | |
| carpenter ** | 1 | complete training | 1 |
| credit accountant ** | 1 | accounting, typing | 1 |
| data processor ** | 1 | keypunching | 1 |
| draftsman ** | 1 | technical school | 1 |
| electronics ** | 1 | high school diploma | 1 |
| fire fighter ** | 1 | pass C.S. exam | 1 |
| order processor ** | 1 | telephone sales | 1 |
| police officer ** | 1 | complete training | 1 |
| teacher ** | 1 | college degree in ed. | 1 |

In the next part of the questionnaire, respondents were given a list of 25 traits and asked to indicate how important each was in an applicant for an entry level position. Possible responses ranged from "very important" to "not at all important." Table 14 shows the percentage of management and labor respondents who felt that each trait was "very important," as well as the ranking of the traits in perceived importance.

The 25 traits are arranged in order of importance as viewed by management, since many more responsents (115) were from this sector as compared with the small labor response (26).

As can be seen from Table 14, the four most important traits as viewed by management were dependability, cooperation, acceptance of supervision and honesty. Adventurousness was ranked lowest of all the 25 traits. The traits of assertiveness, creativity and leadership were also ranked low.

While there is general agreement between labor and management respondents on the importance of the traits, some differences occured. Concern for mistakes, for instance, was ranked fifth in importance

Table 14: Percentage of Respondents Rating various Traits As "Very Important" In An Applicant For

| | An Entry Level Position | | Management Rank | Labor Rank |
|---|---|---|---|---|
| | Management | Labor | | |
| 1. Dependability | 96.3 | 82.4 | 1 | 1 |
| 2. Cooperation | 91.6 | 76.5 | 2 | 2 |
| 3. Acceptance of Supervision | 89.8 | 70.6 | 3 | 3 |
| 4. Honesty | 86.9 | 76.5 | 4 | 2 |
| 5. Attentiveness | 76.6 | 58.8 | 5 | 4 |
| 6. Concern for Mistakes | 76.6 | 82.4 | 5 | 1 |
| 7. Time Conformity | 73.8 | 43.8 | 6 | 6 |
| 8. Responsibility | 70.8 | 52.9 | 7 | 5 |
| 9. Control of Emotions | 64.5 | 58.8 | 8 | 4 |
| 10. Courtesy | 61.3 | 58.8 | 9 | 4 |
| 11. Adaptability | 50.0 | 58.8 | 10 | 4 |
| 12. Concern for Detail | 46.2 | 41.2 | 11 | 7 |
| 13. Good Disposition | 35.8 | 37.5 | 12 | 8 |
| 14. Initiative | 34.9 | 43.8 | 13 | 6 |
| 15. Rationality | 34.9 | 43.8 | 13 | 6 |
| 16. Time Management | 32.7 | 31.3 | 14 | 10 |
| 17. Persistence | 19.8 | 43.8 | 15 | 6 |
| 18. Information Seeking | 19.8 | 41.2 | 15 | 7 |
| 19. Open Mindedness | 17.0 | 29.4 | 16 | 11 |
| 20. Computational Ability | 10.5 | 26.7 | 17 | 12 |
| 21. Organization | 8.6 | 35.3 | 18 | 9 |
| 22. Assertiveness | 6.7 | 20.0 | 19 | 14 |
| 23. Creativity | 3.8 | 35.3 | 20 | 9 |
| 24. Leadership | 2.8 | 25.0 | 21 | 13 |
| 25. Adventurousness | 1.9 | 18.8 | 22 | 15 |

according to management, but first by labor respondents. Other traits given higher ratings by labor included initiative, rationality, persistence, information seeking, organization, creativity and leadership. Traits which management felt were more important than labor included dependability, cooperation, and acceptance of supervision. The great difference in sample size for the two groups, however, makes such comparisons of questionable validity.

Employers and labor respresentatives were asked what procedures they use to screen applicants. Table 15 reports the percentage of respondents who use each procedure.

Table 15: Assessment Procedures Used

| | Management | Labor |
|---|---|---|
| Personal Interview | 95.7% | 47.1% |
| Recommendations | 79.1% | 23.5% |
| Work Performance Samples | 23.5% | 17.6% |
| Standardized Skill Tests | 20.9% | 11.8% |
| Personality Instruments | 4.3% | 0.0% |

Many labor respondents commented that they have no control over hiring, and do not screen applicants. By far the most commonly used procedures were personal interviews and recommendations.

A final question addressed to employers only explored the firm's attitude toward contracting with a vocational training class to perform needed services, such as building maintenance or auto mechanics. Table 16 gives the responses to this question.

Table 16: Attitudes of Employers Toward Contracting With Vocational Training Class

| | |
|---|---|
| Strongly Favor | 4.0% |
| Probably Favor | 36.0% |
| Probably Not Favor | 39.0% |
| Definitely Not Favor | 21.0% |

It is evident that this possibility does not meet with great acceptance among employers. Among reasons given for not favoring the idea, respondents mentioned that union contracts or other regulations prohibited such arrangements, or that they could not foresee any need for such services.

In summary, the limited response to our survey of employers and union representatives indicated a more favorable reception to the possibility of giving brief guided tours of jobs than that of on-the-job exposure or paid apprenticeships. Both responding groups stated that age requirements were a significant factor in hiring decisions. There was no agreement on the acceptability of hiring ex-offenders although the employers were slightly more receptive than the unions. Results of such hirings in the past were reported to be mixed. Wage supplements were more of an incentive for hiring to union representatives than to employers.

In regard to desirable skills and training, mastery of a skill was preferred to basic knowledge of one, and both work readiness and basic skills were regarded as very useful. Respondents listed 152 positions requiring either no training or training which could be provided by DYS, and indicated that dependability, cooperation, acceptance of supervision and honesty were the most important character traits in a prospective employee.

## Review of Occupational Projections

A review of occupational forecasts for New England must take into account regional factors such as the severe local effects of the recent recession and inflation and the continuing decline in manufacturing, as well as the universal impact of increased technology resulting in the replacement of workers by machines. Projected job openings are divided between those which result from the creation of new jobs, and those which result from the replacement of older workers. In general, a slowing of the shift from a goods producing to a service producing economy is predicted, with a stabilization of the percentage of jobs in the manufacturing and service sectors.

White collar jobs are expected to show the largest gain in the region by 1985. Although many of those new openings will be in the professional and technical fields, requiring high educational levels, there will be openings for sales workers in the retail field. By 1980 clerical workers will be the largest occupational group in New England, and those jobs not affected by the use of computers, such as secretaries, typists, file clerks and cashiers, will show the greatest growth.

Blue collar jobs will show little increase. The craft field, which includes carpenters, electricians, plumbers, pipe fitters, and air conditioning and auto mechanics, may have increased openings if the contract construction industry continues to improve. Operatives, most of whom are employed in manufacturing as assemblers, will have reduced openings. The need for non-farm laborers, who perform unskilled jobs, will increase regionally, although not as much as nationally.

Again, openings lost in manufacturing may be offset by those in construction and trade, but those laboring jobs are particularly subject to replacement by power equipment.

Service worker jobs will increase regionally and nationally due to the rising income and increased leisure time of the population. Service occupations vary widely in their skill and education requirements and unfortunately many of the jobs available in this sector are of very low quality, with low wages, poor working conditions and lack of career opportunity. Workers will be in demand in the health field as nurses aides and practical nurses, in the food trades as cooks, and waiter/waitresses, in personal service as hairdressers, and in many areas as janitors.

These jobs exist presently and in the future, and many of them coincide with the expressed vocational interests of DYS youth without requiring extensive education. Jobs in the service field are mostly learned on the site, while those in the craft trades and office work require skills which can be taught in a vocational program, but all require basic skills of reading and writing which must be taught.

## Conclusions and Recommendations

There is virtually no disagreement about the need for vocational training for these youngsters. The difficulty arises in finding a program which is likely to work, and the money to fund it.

### Skills Needed: Prevocational

DYS youth need to know more about the world of work beyond their limited experience. Their generally low expectations of employment are largely based upon familiarity -- possibly they aspire to a job held by a parent or one that is available in the immediate neighborhood. Thus, a career exposure component, to acquaint them with a wider range of jobs and to emphasize future prospects within a field, would be useful to overcome their tendency to seek only short term goals. Such an exposure component should be carefully constructed in accord with labor market forecasts adjusted as locally as possible.

Basic job seeking and holding skills must also be included in a program offered to DYS youth. How to look for work, how to fill out a job application, how to dress for and behave at an interview, are all fundamental skills which must be taught. Job holding skills of attitude, cooperation with fellow employees, ability to take direction and criticism from supervisors, punctuality and courtesy may seem very obvious, but many DYS youth have not learned the importance of these qualities to employers.

Another group of abilities, termed life survival skills, are necessary in order to function in a work situation. These include such things as keeping a check book, filling out income tax forms, communication, and sex and health education.

These four components: career awareness, job seeking and job holding

skills, and life survival skills are reportedly given in some programs across the country. Some DYS youth are presently receiving some of these in their programs, but not enough is being done, despite the agreement of many DYS providers and personnel that there is a strong need for these services.

An essential part of the vocational training of DYS youth is the development of their basic academic skills. Most vocations require that one be able to read and be able to do simple arithmetic. One way to provide these skills is to integrate reading and arithmetic with training for the specific vocation. This places academic work in a practical perspective demonstrating its relevance, and will provide the student with more of an incentive than if he/she were learning them in abstract form in the classroom.

Skills Needed: Vocational

Any proposed specific trade skills offered in a vocational curriculum should be directly linked to community needs within that trade and to the existence of entry-level positions. Unless the training will lead to real employment it will be a useless endeavor and will result in further frustration for already troubled youth.

The whole question of teaching specific skills is a difficult one, as some employers prefer to train their own employees, or do not require employees to be familiar with all phases of the work, and thus require only a basic knowledge of their trade, while the trend in vocational-technical schools has been to require mastery of individual machines. For DYS youth perhaps these different approaches could both be used; a general knowledge of equipment and the instillation of good work habits for those in short term placements and a more intensive and specific course for those in long term placements.

## Assessment Procedures

It does not seem that any adequate assessment of the youth's vocational interests or aptitudes is commonly given as part of the placement process. As several service providers mentioned, often the child's other problems are so severe that they overshadow the vocational needs. One of our recommendations is that the Department institute vocational assessment measures as part of the normal intake procedures. There are some excellent audiovisual and actual work performance materials which could be introduced at moderate cost. We feel that the youth's vocational training needs should be given serious consideration in the selection of an appropriate placement. Often this could make the difference in motivating a youngster to make a new start.

## Client Information Available

A recurrent problem which we encountered throughout the conduct of this study was the poor quality of information available through the Department of Youth Services. The fact that we had to obtain clients to interview on an *ad hoc* basis was due to the lack of any comprehensive client lists broken down by date of commitment, type of placement, sex or any other categorization. Our attempt to obtain demographic data from Client Intake forms met with frustration. Due to incorrect information regarding format and block size, we were unable to read the tape provided by DYS after several months' delay. Respondents also reported to us that training slots had been offered to DYS, but gone unfilled due to the Department's inability to identify those youngsters who could best benefit from the program.

To remedy these problems we recommend an extensive revision of the record keeping procedures of the Department. Data should be systematically collected via a comprehensive Management Information System, to allow it to be accessed according to key variables such as age, sex, and specific needs of the clients. In reference to the latter, we have proposed a brief vocational needs assessment form, to be completed by the caseworkers in conjunction with each client (see the Appendix).

Type of Program Recommended

Vocational education traditionally has been designed by middle class persons for a middle class population. The expectations for behavior which can be made for such young people do not apply when dealing with DYS youth. The typical vocational-technical school has a highly structured, demanding environment. Students must put in a fixed number of hours to be certified in a certain trade. This requires spending long periods of time confined in a class room or shop. Punctuality and conformance with rules are stressed. Students must take courses which provide them with the theoretical aspects of their trade which involves sitting in a classroom and reading and writing.

Most persons who are familiar with a youthful offender population would agree that such an environment is not suited to their youth. They lack the motivation and self-discipline and have too many personal problems to function well in such a program. Therefore, vocational education for youthful offenders in general and DYS youth in particular must be specifically designed for them. This requires a redefinition of what is meant by vocational education.

Vocational training offered to DYS youth should address their reported lack of motivation and self esteem. Without an adequate self

concept and the incentive to achieve, little can be expected in terms of successful life's work. Consideration must also be given to the kind of environment in which DYS youth are most likely to learn. Shorter classes with freedom to move around are necessary to deal with the shorter attention span characteristic of these youth. Hands on work must be stressed to keep students involved. Flexible rules (e.g. smoking permitted) and an informal atmosphere are suggested. The instructors should be people who like youth and can work with those who may deviate from the average high school student because of emotional and behavioral difficulties. This does not imply, however, an absence of discipline for this would be doing a disservice to the youth since all work demands self regulation. However, a shift from the authoritarian teacher with relatively passive students to the small group model emphasizing cooperative task involvement, individual responsibility and expression of feelings seems to provide a way to develop discipline and self-regulation in a less threatening and more personalized fashion.

Two programs were observed in the course of the study which appeared to meet the above criteria for a vocational education program suited for "turned off" behavior problem youths. Each of them groups the youth in small, supervised work crews which learn most of their skills on the job rather than in the classroom. Counseling and individualized attention are part of each program. The teams typically work on one project until completed, then move on to another. The jobs consist of necessary projects which benefit the local communities by providing quality work at lower cost than commercial contractors would charge. Training is offered in such fields as forestry, painting and decorating,

landscaping and carpentry. This program prototype seems idealy suited, not only to delinquents, but to any youth who is thoroughly disenchanted with the traditional school setting and is considering dropping out.

We are increasingly convinced of the value of vocational education for delinquent youth, as a means of changing their negative history and self-image and giving them some hope of a productive future. In our opinion, programs should be developed with a view to answering those questions posed by Shore (1971):

> "What are the opportunities for the development of feelings of self-worth and self-esteem? What are the opportunities to identify with someone who is respected, loved, and trusted? What are the chances to develop feelings that one has control and mastery over the environment? What are the elements that produce feelings of belonging to a group and social order? What are the aspects of the program that offer hope for the future?" (p. 467)

With the right kind of program the lives of at least some of the Department of Youth Service's charges may find purpose and self respect in striving toward accomplishment and financial independence.

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# APPENDIX

## QUESTIONS FOR PROVIDERS

Name:_____
Position:_____
Interviewer:_____
Date:_____

1a. Could you describe the various programs which are available to the DYS youth under your jurisdiction?

1b. What is the educational component of each of these?

1c. How many youth are enrolled in each of these programs?

1d. Are there any youth who are not in any program?

2. How are youth assigned to each program? Is there a screening or evaluation procedure before or after assignment?

3. How long do most youths stay in each type of program? What is the procedure for transfer or discharge?

4a. How many of the youth you deal with are between 15 and 17?

12 and 14?

4b. Could you estimate the average grade level of each of these age groups?

5. What effect do you think the new 766 regulations will have on the education of DYS youth?

6. Do you feel there is a need for additional vocational education programs for DYS youth?

7. What type of vocational education or training do you feel would work well and be of interest to DYS youth? (content areas)

8. Do you feel vocational education should be offered through a public school program, run by DYS itself, or contracted to a private agency? (reasons)

9. What proportion of DYS youth do you feel would take advantage of vocational education programs if they were available?

10. Do you feel there are special characteristics of DYS youth which would influence what types of vocational education are feasible?

11. What features are essential in vocational education programs designed to be effective with DYS youth? (stipends, modular units, etc.)

Additional Comments:

## QUESTIONS FOR DYS CLIENTS

First Name:_____
Age:_____
Type of Placement:_____
Region:_____
Interviewer:_____
Date:_____

1. Are you currently attending school? Where and at what grade level?

2. Have you been attending school regularly since you became acquainted with the Department of Youth Services?

3. What do you think of school? Why do you feel that way?

4. Do you have any idea what kind of work you would like to do?

5. Do you think you will need training to do that?

6. How much money do you hope to make per week?

7. How do you spend most of your time?

8. What kind of work do your parents do?

9. Do you know how many grades in school each of your parents finished?

10. Have you ever had a job? How did you like it? (separately for each)

11. Would you be interested in going to a school where you could learn a trade? (if yes) What kind? (if no) Why not?

12. Do you think that if you were paid to attend school it would make you more interested in going?

13. What do you want to do when you leave the custody of DYS?

Additional comments:

## Questions for Vocational School Personnel

Name:
Position:
Interviewer:
Date:

1. Do you have a waiting list for admission to your programs?

2. What is the procedure for selection of applicants?

3. What kind of assessment devices, if any, do you use?

4. What is the percentage of males and females in each of your programs?

5. Do you find any differences in the job readiness or maturity of males and females?

Questions for Vocational School Personnel (continued)

6. Do you know if any of your students have been in trouble with the police?

7. If so, what are the characteristics of these kids which may hinder the development of their vocational skills and employment?

8. Do you think it feasible to include kids with behavior problems in any of your programs? Explain.

9. What kind of vocational program would you suggest for a kid with behavior problems?

10. Do you feel that DYS should attempt to provide vocational education services for adjudicated youth through the public school systems or through private contracting?

Questions for Vocational School Personnel (continued)

11. What effect do you think the new 766 regulations will have on the education of DYS youth?

Questions for Job Developers

Name:

Position:

Interviewer:

Date:

1. What problems do you commonly encounter when you approach potential employers of youthful ex offenders?

2. What information do you as a job developer need to have about a prospective employer when attempting to get kids jobs?

3A. Do you provide any follow up?

3B. If so what kind and how long?

4. What information do you need about the kid in order to find a suitable placement?

5A. What kinds of jobs do you get for the kids?

5B. What skills if any do they have to have?

5C. Do these jobs offer chances for advancement?

6. What characteristics, in your opinion, make kids especially difficult to place?

Boston College, Chestnut Hill, Massachusetts 02167 Telephone (617) 969-0100

Ronald L. Nuttall, Ph.D.
Director

Laboratory for Statistical and Policy Research
McGuinn 508

The Laboratory for Statistical and Policy Research at Boston College is currently working on a project to develop a workable vocational education program for youth who have been judged delinquent by the courts. This project is funded by the United States Office of Education and we have the full cooperation of the Massachusetts Department of Youth Services (DYS) which has jurisdiction of all youth from seven to seventeen who have been adjudged delinquent.

In developing such a vocational educational program for delinquent youth, we are attempting to discover what programs exist in this area in other states.

Would you be able to pass this letter on to the appropriate person in your state who might be able to tell us about what programs exist in your state? Some of our particular concerns are about programs occuring in different settings: in a residential setting, on the job, or in school settings. We are also interested in programs which are designed for specific groups, for one sex, or for both sexes.

If your state uses any particular instruments for screening, for determining vocational interests and aptitudes, we would be very interested in learning of your experience with delinquent youth using such instruments.

If you can help us with such information, or even with the name or phone number of someone in your state who could help, please send the information to:

Marilyn Pedalino
Laboratory for Statistical and Policy Research
McGuinn 508, Boston College
Chestnut Hill, Massachusetts 02167
(617) 969-0100 ext. 2338

Thank you very much for your cooperation.

Sincerely,

Ronald L. Nuttall

Ronald L. Nuttall, Ph.D.
Director

The Commonwealth of Massachusetts
Department of Youth Services
294 Washington St., Boston, Massachusetts 02108

JOHN A. CALHOUN
COMMISSIONER

December 20, 1976

TO WHOM IT MAY CONCERN:

We would like to ask for your cooperation with a grant from the United States Office of Education designed to assess the vocational training needs of youthful ex-offenders.

Juvenile unemployment is appallingly high, some 30%,and minority juvenile unemployment is even higher. This is a critical area which needs the attention of all of us.

Responses to the enclosed questionnaire will be used to poll the feelings labor and industry have toward this segment of the work force and also to provide meaningful guidelines for future vocational rehabilitation programs.

All replies will be kept confidential. A previously addressed envelope has been enclosed for your convenience. Thank you for your time and cooperation.

Sincerely,

John A. Calhoun
Commissioner

To: Employers in Massachusetts

From: Ronald Nuttall, Ph.D. and Joan Hunter, M.Ed.

With a grant from the U.S. Office of Education, we are exploring possible avenues for providing vocational education services to youth under the custody of the Department of Youth Services. As part of our study, we need to find out what the feelings of labor and industry are toward possible means of giving these young people relevant job experience. Could you please take a few minutes to complete this questionnaire and return it in the envelope provided. Your responses will be completely confidential. Thank you very much for your cooperation.

Your position: _____

Nature of company (type of work done or service offered): _____

_____

Number of employees (please check appropriate box).

- ☐ 25 or fewer
- ☐ 26 to 50
- ☐ 51 to 100
- ☐ 101 to 200
- ☐ more than 200

Location (city or town): _____

1. Would your company be willing to conduct on-site guided tours giving brief introductions to the various jobs performed, in order to provide juvenile ex-offenders with career exploration information?

   - ☐ yes
   - ☐ probably
   - ☐ no

2. Would your company be willing to provide brief (one to ten day) unpaid on-the-job exposure to a particular job or job cluster for juvenile ex-offenders?

   - ☐ yes
   - ☐ probably
   - ☐ no

3. Are there legal age requirements concerning the work performed by your company?

- ☐ for all jobs
- ☐ for some jobs
- ☐ no

4. For what jobs would you consider hiring someone under 18? _____

_____

5. Would your company be willing to take one or more juvenile ex-offenders as paid apprentices to be trained on the job?

- ☐ yes:.....For what type of job? _____
- ☐ possibly _____
- ☐ no:.....Why would this not be possible? ___

6. Has your company ever hired an ex-offender?

- ☐ yes:.....Were the results _____ good
  _____ poor
  _____ mixed
- ☐ don't know
- ☐ no:.....If not, what were the reasons?
  _____ none has applied
  _____ poor security risk
  _____ poor work attitudes
  _____ poor communication skills
  _____ lack of basic skills (reading, writing, math)
  _____ lack of previous work experience
  _____ age restrictions
  _____ other: _____

7. If your company has not previously considered hiring juvenile ex-offenders, do you think the management would support the idea?

- ☐ definitely
- ☐ probably
- ☐ unsure
- ☐ probably not
- ☐ definitely not

8. Would your company be more willing to hire a juvenile ex-offender if he or she received a wage supplement from another source?

☐ yes.....How much supplement would you want them to recieve?

☐ $ .50 per hour ☐ $1.00 per hour

☐ $1.50 per hour ☐ $2.00 or more per hour

☐ no

9. Would your company be more willing to hire a juvenlie ex-offender if he or she had received pre-employment training?

☐ yes

☐ no

10. How useful would the following types of training be in making a juvenile ex-offender more employable to your company?

| very useful | somewhat useful | not useful | |
|---|---|---|---|
| ☐ | ☐ | ☐ | mastery of a skill relevant to your company? what? _____ |
| ☐ | ☐ | ☐ | basic knowledge of a relevant skill, without mastery: _____ |
| ☐ | ☐ | ☐ | development of work readiness: worker attitudes, communication, motivation, cooperation, punctuality, etc. |
| ☐ | ☐ | ☐ | basic skills: reading, writing, computation |

11. Approximately how many entry level openings do you have in a year?

☐ 1 to 10 ☐ 11 to 25

☐ 26 to 50 ☐ 51 to 100

☐ more than 100

12. What basic skills should someone know to obtain an entry level job with your company? If there is a variety of positions, please specify separately.

| position | skills |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

13. How important do you feel each of the following traits are in an applicant for an entry level position? (Please check the appropriate box.)

| very important | somewhat important | not very important | not at all important | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | acceptance of supervision |
| ☐ | ☐ | ☐ | ☐ | adaptability |
| ☐ | ☐ | ☐ | ☐ | adventurousness |
| ☐ | ☐ | ☐ | ☐ | assertiveness |
| ☐ | ☐ | ☐ | ☐ | attentiveness |
| ☐ | ☐ | ☐ | ☐ | computational ability |
| ☐ | ☐ | ☐ | ☐ | concern for details |
| ☐ | ☐ | ☐ | ☐ | concern about mistakes |
| ☐ | ☐ | ☐ | ☐ | control of emotions |
| ☐ | ☐ | ☐ | ☐ | cooperation |
| ☐ | ☐ | ☐ | ☐ | courtesy |
| ☐ | ☐ | ☐ | ☐ | creativity |
| ☐ | ☐ | ☐ | ☐ | dependability |
| ☐ | ☐ | ☐ | ☐ | good disposition |
| ☐ | ☐ | ☐ | ☐ | honesty |
| ☐ | ☐ | ☐ | ☐ | information seeking |
| ☐ | ☐ | ☐ | ☐ | initiative |
| ☐ | ☐ | ☐ | ☐ | leadership |
| ☐ | ☐ | ☐ | ☐ | open mindedness |
| ☐ | ☐ | ☐ | ☐ | organization |
| ☐ | ☐ | ☐ | ☐ | persistence |
| ☐ | ☐ | ☐ | ☐ | rationality |
| ☐ | ☐ | ☐ | ☐ | responsibility |
| ☐ | ☐ | ☐ | ☐ | time conformity |
| ☐ | ☐ | ☐ | ☐ | time management |

| very important | somewhat important | not very important | not at all important | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | verbal communication ability |
| ☐ | ☐ | ☐ | ☐ | written communication ability |

14. What kinds of assessment procedures does your company use when screening applicants? (Please check all that apply)

☐ personal interview
☐ work performance samples
☐ recommendations
☐ other: _____

☐ standardized skill tests
☐ personality instruments

15. What would be your firm's attitude toward contracting with a vocational training class to perform needed services, such as building maintenance or auto mechanics, providing that their work were guaranteed?

☐ strongly favor
☐ probably favor
☐ probably not favor
☐ definitely not favor.....What are your reasons? _____

Thank you very much for your cooperation.

P.S. Please use the back of this page for any additional comments.

Commonwealth of Massachusetts
Department of Youth Services
294 Washington St., Boston, Massachusetts 02108

JOHN A. CALHOUN
COMMISSIONER

December 20, 1976

TO WHOM IT MAY CONCERN:

We would like to ask for your cooperation with a grant from the United States Office of Education designed to assess the vocational training needs of youthful ex-offenders.

Juvenile unemployment is appallingly high, some 30%, and minority juvenile unemployment is even higher. This is a critical area which needs the attention of all of us.

Responses to the enclosed questionnaire will be used to poll the feelings labor and industry have toward this segment of the work force and also to provide meaningful guidelines for future vocational rehabilitation programs.

All replies will be kept confidential. A previously addressed envelope has been enclosed for your convenience. Thank you for your time and cooperation.

Sincerely,

John A. Calhoun
Commissioner

To: Labor Union representatives in Massachusetts

From: Ronald Nuttall, Ph.D. and Joan Hunter, M.Ed.

With a grant from the U.S. Office of Education, we are exploring possible avenues for providing vocational education services to youth under the custody of the Department of Youth Services. As part of our study, we need to find out what the feelings of labor and industry are toward possible means of giving these young people relevant job experience. Could you please take a few minutes to complete this questionnaire and return it in the envelope provided. Your responses will be completely confidential. Thank you very much for your cooperation.

Your position: _____

Nature of union (type of work done): _____

_____

Number of members (please check appropriate box).

- ☐ 50 or fewer
- ☐ 51 to 100
- ☐ 101 to 200
- ☐ 201 to 500
- ☐ more than 500

1. Would your union be willing to give a brief on-site introduction to the various jobs performed by union members in order to provide juvenile ex-offenders with career exploration information?

   - ☐ yes
   - ☐ probably
   - ☐ no

2. Would your union be willing to provide brief (one to ten day) unpaid on-the-job exposure to a particular job or job cluster for juvenile ex-offenders?

   - ☐ yes
   - ☐ probably
   - ☐ no

3. Are there legal age requirements concerning the work performed by your union?

☐ for all jobs

☐ for some jobs

☐ no

4. For what jobs would you consider accepting someone under 18?

_____

_____

5. Would your union be willing to take one or more juvenile ex-offenders as paid apprentices to be trained on the job?

☐ yes:.....For what type of job? _____
_____
_____

☐ possibly

☐ no: .....Why would this not be possible? ___
_____
_____

6. Has your union ever accepted an ex-offender as a member or apprentice?

☐ yes:.....Were the results _____good
_____poor
_____mixed

☐ don't know

☐ no:.....If not, what were the reasons?
_____none has applied
_____poor security risk
_____poor work attitudes
_____poor communication skills (reading, writing, math)
_____lack of previous work experience
_____other:_____
_____

7. If your union has not previously considered hiring juvenile ex-offenders, do you think the officers would support the idea?

☐ definitely ☐ probably

☐ unsure ☐ probably not

☐ definitely not

8. Is it acceptable to your union if a member or apprentice receives part of their wages from an externally funded training grant?

☐ yes

☐ no

Comments: _____

_____

_____

9. Would your union be more willing to accept a juvenile ex-offender if he or she had received pre-employment training?

☐ yes

☐ no

10. How useful would the following types of training be in making a juvenile ex-offender more acceptable to your union?

| very useful | somewhat useful | not useful | |
|---|---|---|---|
| ☐ | ☐ | ☐ | mastery of a skill relevant to your union: what? _____ _____ |
| ☐ | ☐ | ☐ | basic knowledge of a relevant skill, without mastery: _____ _____ |
| ☐ | ☐ | ☐ | development of work readiness: worker attitudes, communication, motivation, cooperation, punctuality, etc |
| ☐ | ☐ | ☐ | basic skills: reading, writing, computation |

11. Approximately how many entry level openings do you have in a year?

☐ 1 to 10

☐ 11 to 25

☐ 26 to 50

☐ 51 to 100

☐ more than 100

12. What basic skills should someone know to obtain an entry level job through your union? If there are a variety of positions, please specify separately.

| position | skills |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

13. How important do you feel each of the following traits are in an applicant for an entry level position? (Please check the appropriate box).

| very important | somewhat important | not very important | not at all important | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | acceptance of supervision |
| ☐ | ☐ | ☐ | ☐ | adaptability |
| ☐ | ☐ | ☐ | ☐ | adventurousness |
| ☐ | ☐ | ☐ | ☐ | assertiveness |
| ☐ | ☐ | ☐ | ☐ | attentiveness |
| ☐ | ☐ | ☐ | ☐ | computational ability |
| ☐ | ☐ | ☐ | ☐ | concern for details |
| ☐ | ☐ | ☐ | ☐ | concern about mistakes |
| ☐ | ☐ | ☐ | ☐ | control of emotions |
| ☐ | ☐ | ☐ | ☐ | cooperation |
| ☐ | ☐ | ☐ | ☐ | courtesy |
| ☐ | ☐ | ☐ | ☐ | creativity |
| ☐ | ☐ | ☐ | ☐ | dependability |
| ☐ | ☐ | ☐ | ☐ | good disposition |
| ☐ | ☐ | ☐ | ☐ | honesty |
| ☐ | ☐ | ☐ | ☐ | information seeking |
| ☐ | ☐ | ☐ | ☐ | initiative |
| ☐ | ☐ | ☐ | ☐ | leadership |
| ☐ | ☐ | ☐ | ☐ | open mindedness |
| ☐ | ☐ | ☐ | ☐ | organization |
| ☐ | ☐ | ☐ | ☐ | persistence |
| ☐ | ☐ | ☐ | ☐ | rationality |
| ☐ | ☐ | ☐ | ☐ | responsibility |
| ☐ | ☐ | ☐ | ☐ | time conformity |
| ☐ | ☐ | ☐ | ☐ | time management |

| very important | somewhat important | not very important | not at all important | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | verbal communication ability |
| ☐ | ☐ | ☐ | ☐ | written communication ability |

14. What kinds of assessment procedures does your union use when screening applicants? (Please check all that apply).

☐ personal interview
☐ work performance samples
☐ recommendations
☐ other: _____

☐ standardized skill tests
☐ personality instruments
☐

_____

Thank you very much for your cooperation. Please use the back of this page for any additional comments.

Boston College, Chestnut Hill, Massachusetts 02167 Telephone (617) 969-0100

Laboratory for Statistical and Policy Research
McGuinn 508

11 February 1977

To: Employers and Labor Unions in Massachusetts
From: Ronald L. Nuttall, Ph.D. and Joan Hunter, M.Ed.

We hope that you will soon respond to our questionnaire about hiring practices and suitable skill levels for juvenile ex-offenders. It is necessary for our study exploring possible vocational education programs for the Department of Youth Services that we have a significant response from labor and industry. We hope that you will be able to assist us by filling out and returning the questionnaire. Thank you for your cooperation.

Sincerely,

Ronald L. Nuttall

Joan B. Hunter

P.S. If you would like another copy of the questionnaire or have any questions, please call us at 969-0100, extension 4195.

## DYS VOCATIONAL NEEDS ASSESSMENT

A. TO BE COMPLETED BY CASEWORKER

1. Case number_____ Region____
2. Committed____or Referred___
3. Age____ 4. Sex_____ 5. Last grade completed_____
6. Placement status:
   residential___
   non-residential____
   other (specify)_____
   _____
7. Approximate grade level in reading___
8. Approximate grade level in math ____
9. Needs vocational training? yes____ no____
10. Needs vocational placement? yes____ no____
11. Serious handicap or disfigurement which would hamper or preclude employment?
    yes____
    no ____
    If yes, please specify_____
    _____
    _____

B. TO BE COMPLETED BY THE CASEWORKER AND CLIENT

1. Favorite vocational or occupational areas
   _____
   _____
   _____
2. Favorite educational areas and/or subjects
   _____
   _____
   _____
3. Previous job experiences
   _____
   _____
   _____
   _____

## Advisory Committee Members

John A. Calhoun, Commissioner
Massachusetts Department of Youth Services

Dr. Robert Coates
Howard Center for Criminal Justice

Nicholas Hideriotis
Massachusetts Department of Youth Services

Howard Kaplan
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Joan B. Hunter
Senior Research Associate

Laboratory for Statistical and Policy Research
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March 18, 1977

Dear _____,

Enclosed is the first draft of the report of our findings with respect to vocational education needs of DYS clients. We realize that references and copies of the instruments are not included, but hope that the report will provide a basis for our discussion next Friday. Please bring your copy with you to the meeting.

We are looking forward to seeing you next Friday.

Sincerely,
Joan Hunter
Project Manager

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